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possible to compare. It is represented that the findings in such cases are either typical as to all the schools, or most significant for the problem in hand.

It is the author's conclusion that the probable channels along which further development of juvenile reform schools will run are:

A more perfect classification of the children into groups where mutual intercourse would prove most helpful and least harmful; the development of increased opportunities for free and spontaneous play; the development of industrial training which would make the child more conscious of the purpose of his efforts, even at intermediate stages; and the enriching of the school work by a greater appeal to the self-active tendencies of the child at certain points—all of which seem to be well on the way to realization.

The practice, only begun as yet, of providing separate and special institutions for the feeble minded and for the truant, apart from the reform schools, is commended, and a larger use of the parole system is recommended.

The study is chiefly inductive, no small proportion of the text matter being in the form of quotations from reports. Although there are a number of small errors in composition both by author and printer, and some statements that need further consideration, the book is eminently worth while. It should be in the hands of every superintendent and teacher of the juvenile reform schools of this country and could very profitably be read by all educators who are also citizens.

T. J. RILEY

UNIVERSITY OF MISSOURI

General Sociology: An Analytical Reference Syllabus. By GEORGE ELLIOTT HOWARD, head professor of political science and sociology in the University of Nebraska, Lincoln, Neb. Published by the University. Pp. 86.

Comparative Federal Institutions: An Analytical Reference Syllabus. By the same. Pp. 133.

1. This very useful analytical bibliography is divided into four chapters: Chap. i, "Characteristics of Sociological Science," under which are five subdivisions; chap. ii, "Elements of Society. The Social Population," with three subdivisions; chap. iii, "The Factors or Causes of Social Phenomena," with five subdivisions; chap. iv, "The Social Processes," with seven subdivisions.

It gives a bird's-eye view of the sociological field with a full guide to the literature available for more minute exploration.

2. This is similar to the work noticed above. It has six chapters with fifty-two subdivisions and furnishes a very full guide to the literature of the subject.

VICTOR E. HELLEBERG

THE UNIVERSITY OF CHICAGO

The Development of Western Civilization: a Study in Ethical, Economic and Political Evolution. By J. DORSEY FORREST, PH.D. The University of Chicago Press, 1907. Pp. ix+406.

This is an attempt to outline the genesis of western civilization with the purpose of giving the student the "sociological point of view." The limitations of space compel the author to a very severe selection of the material to be used. He merely indicates, in the first chapter, the contributions of the Jews, the Greeks, and the Romans, to the civilization bequeathed by these societies to Europe in the Middle Ages, when the Teutons overran the Roman Empire. The greater portion of the book (chaps. ii, iii, iv, and v, pp. 68-316) is given up to the development of European society during the Middle Ages with a final chapter on "Social Movements of Today."

Professor Forrest emphasizes the economic, political, and ethical causes in turn as each bears the chief part in the process of change, but keeps the reader in mind of the fact that all these causes are always at work. The clue to the development is the emergence of the individual from practical identity with his small group into full antithesis with human society. His relations with his fellow-men were at first few, rigid, and of very limited extent. Gradually, as reason and social organization grew, these relations increased in number, variety, flexibility, and extent. He is to be defined in terms of the functions he performs for the society of which he forms a part.

With a background in the mind of the student obtained by wide collateral reading, and with oral expansions in the classroom, the book would form an admirable syllabus for a course in which the student should learn to look at human history as a whole and to be able to place in its proper perspective any separate book, period, or movement.

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